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ABSTRACT

This report examines parents' attitudes toward a foreign language program in a unified public school district at all levels of instruction through high school. Statistical tabulations taken from 1,262 opinionnaires focus on ten classifications of French and Spanish instruction. Major findings, relationship of effectiveness response to placement and transition responses, and the total results of the foreign language questionnaire are presented. Observations on special programs, suggestions for high school improvement, and criticism of the program are included. (RL)

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Report on FOREIGN LANGUAGE PARENTS' OPINIONNAIRE

September, 1969

FL 001 770

Beverly Hills Unified School District
Beverly Hills, California

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INTRODUCTION

Last spring the Board of Education approved a staff recommendation that we submit to parents a series of opinionnaires in order to add to our evaluative process an additional significant factor -- parent opinion. The first opinionnaire covered counseling and guidance. In January, an opinionnaire on foreign language, with particular emphasis on Foreign Language in the Elementary School, was mailed to all parents. The number of returns in each case significantly reflects the interest of parents, and perhaps can be summed up in the response of one parent in returning the foreign language opinionnaire -- "Congratulations on a splendid indication of your continuing interests. It is much appreciated."

Deep interest in FLES was evidenced by a return of 1,262 opinionnaires, or about 37 percent of the parents. The returns were quite representative of all grade levels, K-12, and all languages, proportionately.

In general, the report is highly complimentary of FLES, with almost 9 out of 10 parents rating Spanish as very effective or effective and better than 8 out of 10 giving a favorable rating to French.

While this statistical evidence gives strong and deserved support to our foreign language program, the most significant portions of the opinionnaire, however, in my opinion, are in the comment, suggestions, concern, and recommendations areas. It is here that the teachers, administration, and Board must assess and react. Any true gains from the effort and cost of the opinionnaire can only be measured by our addressing ourselves to change where change is needed and improvement where improvement is needed as we accept the statistical accolades. This becomes an obligation and a commitment.

K. L. Peters
Superintendent

PROCEDURES USED IN THE OPINIONNAIRE

The opinionnaire was developed by the Supervisor of Information and was refined and expanded by FLES and high school foreign language teachers. This report was prepared by the Supervisor of Information from tabulations compiled by Data Processing. Analysis of parents' written comments was prepared by the FLES Department Head.

Results of the opinionnaire were tabulated 10 different ways:

1. Total responses
2. Spanish - Primary Levels
3. Spanish - Grades 4-6
4. Spanish - Grades 7-8
5. Spanish - Grades 9-12
6. French - Primary Levels
7. French - Grades 4-6
8. French - Grades 7-8
9. French - Grades 9-12
10. Relationship between how a parent rates FLES effectiveness and whether he feels his child was placed in the proper high school language class and whether he believes the transition from the FLES curriculum to the high school curriculum was smooth.

<u>There was slight if any difference between the various tabulations. For this reason, this report is based upon the total responses</u>. Results of the other tabulations will be mentioned only when there was a significant departure from the total responses in a particular language or grade level.

MAJOR FINDINGS

. Almost 9 out of every 10 parents of students studying Spanish, or about 87% of those expressing an opinion, rated FLES "very effective" or "effective."

. Better than 8 out of every 10 parents of students studying French, or about 83% of those expressing an opinion, rated FLES "very effective" or "effective."

. Comparable percentage for German was 90% and for Latin, 75% .

. 84% of parents of Spanish students feel their children were placed in the proper language class in high school and 80% believed high school instruction is a smooth transition from the elementary curriculum.

. 79% of parents of French students feel their children were placed in the proper language class in high school and 80% believed high school instruction is a smooth transition from the elementary curriculum.

. Although based on only very few responses, comparable figures for German are 80 and 89%, respectively, and for Latin, 57% and 29%, respectively.

. 87% of FLES students continued the same language in high school.

. 17% of the students who continued their FLES language in high school began the study of a second foreign language.

. Of the 13% of the students who did not continue the same language in high school, 68% of them changed to another language, and 32% of them dropped foreign language.

. 77% of the parents think FLES should be <u>required</u> of all children. 95% of them believe that all children can <u>benefit</u> from foreign language study, but only 81% feel it is <u>important</u> for all children.

. 95% of the parents want FLES taught daily, but they are split on how much time should be spent each day. 57% feel the current time allotment is about right, 42% say it is not enough, and 1% believe too much time is devoted to FLES. 87% of parents think FLES should begin in Kindergarten or in First Year After Kindergarten, and 90% of them want foreign language to be taught by specialists in all grades.

. Spanish is the first choice of parents with French second. 53% would not want their children to study two foreign languages at the same time in elementary school. Of those who would want the opportunity, Spanish and French were the dominant choices for an additional language.

RELATIONSHIP OF EFFECTIVENESS RESPONSE TO PLACEMENT AND TRANSITION RESPONSES

There appears to be a direct relationship between how a parent rates the effectiveness of FLES and whether he feels his child was placed in the proper high school language class and whether he believes the transition from the FLES curriculum to the high school curriculum was smooth.

87% of all Spanish replies believed FLES to be "very effective" or "effective" with 84% agreeing on proper class placement in high school and 80% noting that curriculum transition was smooth. However, of those who rated FLES "very effective" or "effective," 91% agreed on proper placement and 86% on smooth transition. Of those who rated FLES "not effective," only 53% said high school placement was good and 47% believed transition was smooth. The majority of those parents who do not think FLES is effective find something wrong with class placement and curriculum transition.

The responses of French parents is similar. 83% of all French replies believed FLES to be "very effective" or "effective," with 79% agreeing on class placement in high school and 80% noting that curriculum transition was smooth. However, of those who rated FLES "very effective" or "effective", 89% agreed on proper placement and 86% on smooth transition. Of those who rated FLES "not effective" only 71% said high school placement was good and 53% believed transition was smooth. Once more, almost the majority of those parents who do not think FLES is effective find something wrong with curriculum transition. Although satisfaction with class placement drops a significant 18%, it does not decline nearly as much as in Spanish or as related to French curriculum transition.

Effectiveness ratings, likewise, probably are tied into success as far as grades are concerned. Parents of students who do not do well in foreign language in high school evidently believe their children were not placed properly and that the curriculum change from elementary to high school is not smooth. This, of course, may be true, or it may be a convenient rationalization for a student whose achievement may not be as high as his parents' expectations.

SPANISH -- RELATIONSHIP OF EFFECTIVENESS RESPONSE TO PLACEMENT AND TRANSITION RESPONSES (Only those students continuing the same language from FLES to high school)

		Proper Placement	Smooth Transition
VERY EFFECTIVE RESPONSES FOR FLES	Yes	39 - 98%	34 - 87%
	No	1 - 2%	5 - 13%
	No Opinion	0	1
EFFECTIVE RESPONSES FOR FLES	Yes	61 - 88%	55 - 85%
	No	8 - 12%	10 - 15%
	No Opinion	2	7
VERY EFFECTIVE-EFFECTIVE TOTAL		91%	86%
NOT EFFECTIVE RESPONSES FOR FLES	Yes	10 - 53%	7 - 47%
	No	9 - 47%	8 - 53%
	No Opinion	2	5

FRENCH -- RELATIONSHIP OF EFFECTIVENESS RESPONSE TO PLACEMENT AND TRANSITION RESPONSES (Only those students continuing the same language from FLES to high school)

		Proper Placement	Smooth Transition
VERY EFFECTIVE RESPONSES FOR FLES	Yes	26 - 93%	24 - 86%
	No	2 - 7%	4 - 14%
	No Opinion	3	2
EFFECTIVE RESPONSES FOR FLES	Yes	76 - 87%	71 - 86%
	No	11 - 13%	12 - 14%
	No Opinion	1	4
VERY EFFECTIVE-EFFECTIVE TOTAL		89%	86%
NOT EFFECTIVE RESPONSES FOR FLES	Yes	32 - 71%	20 - 53%
	No	13 - 29%	18 - 47%
	No Opinion	3	8

TOTALS
Foreign Language
Parent Opinionnaire

A. In which grade is your child enrolled and which foreign language is he studying?

Gr Level	Chinese	French	German	Hebrew	Latin	Spanish	Russian
1st YAK		60				56	
2nd YAK		58				51	
3rd YAK		80				76	
4th Gr	1	56		1		68	
5th Gr		88				65	
6th Gr		84	1		1	70	
7th Gr		83	6		3	90	
8th Gr		72	5		4	74	
9th Gr		74	4	6	6	60	
10th Gr		72	3	1	8	45	
11th Gr	1	37	1	5	3	40	
12th Gr		22	1	4	2	36	

B. Foreign Language experts claim that the best age at which to begin a formal study of a foreign language is between six and nine years old. Beverly Hills currently teaches foreign language daily to all students beginning in 1st Year After Kindergarten. At which grade level do you believe foreign language instruction should begin in Beverly Hills?

467 Kindergarten
616 1st Year After Kindergarten
31 2nd Year After Kindergarten
42 3rd Year After Kindergarten
22 4th Grade
10 5th Grade
9 6th Grade
11 7th Grade
1 8th Grade
13 Not at all in elementary school
16 Other
13 No Reply

C. Which elementary children should receive foreign language instruction?

948	77%	Required for all children
161	13%	Voluntary for all children
105	9%	Required for above average students but voluntary for average and below average
0	0%	Required for above average students; no foreign language for average or below average
9	1%	Voluntary for above average students; no foreign language for average or below average
10		No Opinion
17		Other
1		No Reply

D. Foreign language experts state that all children can benefit from the study of foreign language. They point out that a child not only develops language skills in varying degrees, but also increases his appreciation of other cultures and customs. Do you agree that all children can benefit from foreign language study?

1158	95%	Yes
61	5%	No
8		No Opinion
22		Other
2		No Reply

E. Beginning in 1st Year After Kindergarten, Beverly Hills schools provide foreign language instruction for all children. How important do you feel is this program?

984	81%	It is important for all children
195	16%	It is important but not for all children
36	3%	It is not very important
10		No Opinion
24		Other
2		No Reply

F. Foreign language experts claim that daily instruction is necessary to achieve basic language skills. Beverly Hills currently teaches foreign language daily in the elementary schools. How often do you believe instruction should be given?

1162	95%	Daily
55	4½%	Three Times A Week
3	¼%	Two Times A Week
3	¼%	Once A Week
14		No Opinion
12		Other
2		No Reply

G. In Beverly Hills elementary schools, foreign language is taught 20 minutes a day in grades 1 to 5, and 30 minutes a day in grades 6 to 8. How do you feel about the amount of time presently devoted to foreign language?

16	- 1%	Too much
493	- 42%	Not Enough
679	- 57%	About Right
61	-	No Opinion
2	-	No Reply

H. Experts in the field state that best foreign language results can be obtained when foreign language specialists teach the students, as done in Beverly Hills. The typical foreign language program in most school districts, however, consists of television, film, and/or record programs for teaching foreign language below the seventh grade. The regular classroom teacher, usually untrained in foreign language, then conducts follow-up activities. Which approach do you believe is best for Beverly Hills elementary schools?

1052	- 90%	Specialists in all grades
24	- 1½%	Television, film, and/or record programs with the classroom teacher in all elementary grades
99	- 8½%	Television, film, and/or record programs with the classroom teacher in the lower elementary grades and with specialists in grades seven and eight
30	-	No Opinion
43	-	Other
3	-	No Reply

I. Beverly Hills offers French and Spanish, beginning in 1st Year After Kindergarten. Latin is offered at Hawthorne in grades six, seven and eight, and German is taught at Beverly Vista and El Rodeo in grades six, seven and eight. If you had many languages from which to choose, which language would you want your child to study in elementary school?

43	Chinese
586	French
65	German
82	Hebrew
37	Italian
134	Latin
91	Russian
634	Spanish
8	Other
63	No Reply

J. Would you like your child to have the opportunity of studying two foreign languages at the same time in elementary school?

517 - 47% Yes
594 - 53% No
42 - No Opinion
87 - Other
11 - No Reply

K. If you replied "yes" to question J, which language would you like him to study and beginning at which grade level?

	G-r-a-d-e L-e-v-e-l											
Language	1	2	3	4	5	6	7	8	9	10	11	12
French	26	48	1	19	14	13	18	7	1	2		
Spanish	33	51	4	5	6	9	20	5		2		
German		8	2	3	2	3	9	1		1		
Latin	8	11		6	3	1		1		1		
Russian	8	10	2	3	5	6	10	3	2	2		
Chinese	1	2		3			1	2				
Hebrew	8	11		6	3	1		1		1		
Italian												
Other	1	4	1		3	2	1	2		1		

L. In general, how would you rate the FLES program, according to the language your child is studying?

	E-f-f-e-c-t-i-v-e-n-e-s-s				
Language	Very Effective	Effective	Not Effective	No Opinion	Other
French	141	283	85	17	54
German*	1	17	3		1
Latin**	3	6	3	1	
Spanish	122	291	62	14	33

Percentage of very effective-effective replies and not effective responses:

	Very Effective	Not Effective
French	83%	17%
German	90%	10%
Latin	75%	25%
Spanish	87%	13%

*There are 29 students studying German. 22 responses represent 76% of the students.

**There are 22 students studying Latin. 13 responses represent 59% of the students.

NOTE: Questions M through S are for parents of students in high school. If you do not have a student in high school, go to question T.

M. Do you have a child who received foreign language instruction in the elementary school and is now in high school continuing the same language?

429 - 87% YES (This includes responses who did not specify a
119 - 13% NO language)

N. If your reply to question M was "Yes" complete this question and questions O and P.
If your reply was "no" go to question Q.
If your reply was "yes" to question M, which language is he continuing?

222 French
3 German
3 Hebrew
1 Latin
163 Spanish

O. In general, do you feel he was placed in the proper class in high school?

Spanish
202 - 84% YES
39 - 16% NO
6 NO OPINION

French
232 - 79% YES
62 - 21% NO
14 NO OPINION

German
8 - 80% YES
2 - 20% NO
1 NO OPINION

Latin
8 - 57% YES
6 - 43% NO
0 NO OPINION

If your reply was "no," why do you feel this way?

Spanish:
The major criticism (4) was that FLES had not sufficiently prepared the student for the higher standards at the high school. Two other parents noted that transfer students had inadequate background in FLES to compete successfully in high school.

Other comments were singular in nature.

French:
Improper placement (usually referring to being placed in a class which was too accelerated) was the major item of concern in French. About 18 responses fell in this general category.

Insufficient preparation for high school work was mentioned by about 10 parents, particularly in regard to transfer students.

Teacher ability also was questioned in five responses.

German:
The two criticisms here noted wide range of abilities in the class and teacher performance.

Latin:
The wide range of abilities in the class again was mentioned here along with inaccurate teacher judgment in determining language success when the student changed from another language to Latin.

P. In general, do you feel the high school instruction is a smooth transition from the elementary curriculum to the high school curriculum?

Spanish	French
175 - 80% YES	217 - 80% YES
38 - 20% NO	53 - 20% NO
34 NO OPINION	32 NO OPINION

German	Latin
8 - YES	2 - YES
1 - NO	5 - NO
1 - NO OPINION	6 - NO OPINION

If your reply was "no," why do you feel this way?

Greatest criticism in regard to transition appears to be the change from the emphasis in elementary school on conversation to the formal grammar instruction at the high school. This was noted by 20 parents. Another 17 parents mentioned greater demands in the high school program, with the transition being "too drastic of a change." These comments could tie in somewhat to the switch in emphasis.

About eight parents referred to a lack of coordination or difficulty in making the transition between elementary and secondary levels, particularly again for transfer students. Five parents noted insufficient preparation at the elementary level, while another four said high school classes were too large for individual instruction.

. Did your child change to another language when he started high school?

75 - YES
450 - NO

Only "yes" replies are significant for our purposes in combination with question S.

If your reply was "yes," why did he change?

Twenty-eight of the parents reported their children changed to another language either because they disliked the original language or because they were not successful in elementary school.

Twelve of them noted that the student (or parent) felt that a language other than the one studied in elementary school would be more useful in their particular case.

Six students reportedly changed language because they had already mastered (in their parents and students' opinions) the original language.

Five students felt they were not prepared well enough to do the work in the class in which they would have been placed, while four reported that the new language was easier.

R. Did your child begin the study of another foreign language in addition to the one he started in elementary school?

90 - 17% YES
428 - 83% NO

If your reply was "yes," why?

As might be expected, the overwhelming response (38) here indicated the reason was due to interest in languages and the importance of languages today.

The next highest was because of religious reasons, which accounted for six students studying Hebrew.

Three students had already mastered original languages.

S. Did he drop foreign language when he started high school?

35 YES
484 NO

Only "yes" replies are significant for our purposes in combination with question Q.

If your reply was "yes," why?

The major reason for dropping the language seemed to be a lack of preparation for high school foreign language (14).

Second reason could be attributed to lack of interest in studying a foreign language (11), while three students dropped because of the high school teacher.

NOTE: IN RELATIONSHIP TO ONE ANOTHER, QUESTIONS M THROUGH S MAY BE SUMMARIZED AS FOLLOWS:

87% of FLES students continued the same language in high school.

84% and 79% of Spanish and French students, respectively, believed they were placed in the proper class in high school. Those who believed they were not properly placed believed they were not adequately prepared for the high school work or were placed in a class beyond their level of preparation.

80% of the continuing students believed the transition from FLES to the high school curriculum was smooth. The major criticism would appear to be a change in emphasis from the conversational approach in elementary school to a greater emphasis on grammar in high school.

17% of the students who continued their FLES language in high school began the study of a second foreign language. Major reason for this was a general interest and success in foreign language and the importance of languages today.

Of the 13% of students who did not continue the same language in high school, 68% of them changed to another language. Overwhelming cause of switching was either general dislike for the original language or unsuccessful experiences in elementary school. The remaining non-continuing students dropped foreign language because they believed they were not prepared for high school work or they had no interest.

T. Beverly Hills offers special summer programs, including Colegio Espanol, Le Petit Lycee Francais, Casa Esp nola, La Maison Francaise, and the Summer School Abroad Program. Describe your support and/or criticisms of those specific programs with which you are personally familiar.

Generalizations

260 parents responded that they were not familiar with the programs, while another 120 parents said that although they were unfamiliar with the programs, they supported these types of activities.

168 parents favored these types of activities without specifying a particular program. The general tone was that concentrated programs of this sort offered excellent enrichment and an opportunity for maintenance of foreign language skills over the summer. They would like to see them extended.

The most common criticisms of the program were:

1. The summer experiences should be extended to include more than just A and B students. This was expressed over and over again by parents, who, in some instances, felt that the average child was being penalized.

2. A general criticism of summer school per se cropped up often to the effect that summer school was an added burden to the child and that summer should be spent in relaxation and a change of pace.

3. Six parents believed these types of programs were ineffective.

Le Petit Lycee

About 38 parents referred to Lycee as being "immensely profitable," "very effective," "excellent," and "the children not only benefited from it but also enjoyed it." Organization was considered good and this program was an ideal way to teach a foreign language.

On the debit side, about 13 parents criticized Lycee for being boring, insufficient content material and too much emphasis on costumes and dance routines, disorganized, "too much use of English," and "not enough use of English."

Colegio Espanol

Approximately 31 parents commented favorably about Colegio, stating that it was a gratifying experience, marvelous, enjoyable, stimulating. Colegio was characterized as being well organized and effective. The Acapulco experience was "a unique opportunity to study Spanish and Mexican cultures and to provide the children with a social studies experience in addition to studying the language."

The scattered critical comments from six parents included lack of discipline, sterile experience, boring because four hours is too long, more conversation needed.

La Maison Francaise
Six parents commented to the effect that this program was thoroughly enjoyable and interesting. Three parents suggested the course should be based primarily on expository writing, should be entirely in French, and should have greater emphasis on French culture.

Casa Espanola (also El Rinconcito Hispanico)
Eight parents were favorably impressed, noting that it helped sustain interest in language and culture over the summer, that the curriculum had good balance,and that the Acapulco exchange was valuable.

The two critical responses stated that selection of students was limited (teacher selected too many of his regular students), and that El Rinconcito should be more challenging with the class divided into levels.

Summer School Abroad
Twenty-two parents commented favorably in regard to this program, while another 22 either criticized SSA or offered specific suggestions.

Favorable comments probably can be summed up in two quotes: "A most rewarding experience and one my son says he will never forget," and the program was "exceedingly effective both in language fluency and in cultural advancement."

Of the 22 criticisms, 14 parents commented directly about the high cost of the program. Because of the cost, they said the program is not available to all students. Some felt that more scholarship grants should be available and that the district should carry some of the financial obligation.

Critical comments in regard to the program itself hit at poor language instruction, poor planning, insufficient use of language, poor attitudes of accompanying teachers and the program being "geared to the snob appeal of going abroad." These were mostly singular comments.

U. Describe your support and/or criticisms of the Foreign Language in Elementary School (FLES) program, and the high school foreign language program. Include suggestions you feel would improve instruction.

More than 700 parents endorsed FLES. Almost 40 percent of the 700 favorably impressed parents, however, had some specific suggestions for improvement or criticisms. These will be grouped with those comments by the 108 parents who viewed FLES as not effective.

86% of the parents who responded to this question favored FLES, which corresponds quite closely to the ratings in question L.

Pro and con statements about the high school program were relatively few. Evidentally, most parents considered this question to be concerned primarily with FLES, which, of course, was the tenor of the major portions of the opinionnaire.

Favorable Comments:

"We support both FLES and the program at BHHS most enthusiastically."

"Language is highly important in the world today."

"FLES is a 'must' and an important factor in every child's curriculum. It is as important as the three R's."

"I moved to Beverly Hills for the schools and the FLES program, and have definitely been satisfied."

FLES Suggestions for Improvement and/or Criticisms:

. 108 parents, who favored the FLES program, strongly advocated increasing the amount of time devoted to foreign language study. Another 17 parents stated that 20-30 minutes a day was insufficient for proper language study, and therefore resulted in a "shallow" study of language and inadequate student performance.

. A major concern of 63 parents was what they considered insufficient conversation, and they urged language study around topical conversations to improve spontaneous speech. This concern perhaps also is tied into the next two major areas.

. 51 parents criticized the program because children are not motivated to use the language, and there is little incentive to learn. They suggested various motivational devices or an artificially induced "need" to learn the language, such as teaching other subject areas in the foreign language.

. 34 parents stated that children should be learning more for the amount of time spent in the program. This was the major criticism of those parents who believed the program was not effective. Some of these parents, therefore, concluded that the time could better be spent on another subject, particularly English. Most often cited example of their complaint was "after so many years, my child cannot even carry on a simple conversation." Many of these parents, however, agreed that pronunciation and comprehension were good, even though their child could not structure sentences correctly at the simplest levels of communication.

. 33 parents noted a desire for more contact with FLES teachers, more information about what's going on in the program and how their child is progressing, and other such avenues of communication. 15 advocated more homework, with most of them taking the point of view "so we know what's going on." In regard to home study, 8 parents suggested more materials for home use, such as books, tapes, records, etc.

. Many parents noted that interest of the child in the program is directly related to the quality, enthusiasm, and interest displayed by the individual teacher. 28 parents specifically questioned the quality of the FLES teachers, while 20 held out praise. (Don't forget that the vast majority of the 700 parents endorsing FLES also could be added to this 20, even though they did not specifically mention teachers.) Poor discipline and poor understanding of the elementary child were several reasons why parents believed teachers were poor.

. 10 parents questioned the transition between elementary and secondary levels.

. 9 parents said more attention should be paid to the transfer student, while 6 parents urged more individual attention to slow and average students. 6 suggested a "levels" approach to accomplish this end.

. The use of English in the classroom was almost evenly divided among 20 parents, with 12 "for more English" and 8 claiming there is "too much English."

<u>Other comments included the following</u>:

. More uniformity among teachers in their expectations of the student, especially in grading.

. Smaller classes to allow the child the greatest opportunity for participation.

. Teachers who are native speakers of the language or who have perfect accents.

. Pass-fail grading for FLES, since it is not counted for college placement.

. More cultural enrichment activities.

. More emphasis given to the program.

. Use of the European system of language teaching and/or the Berlitz method.

. Too much emphasis on the bright student.

. Too much repetition of material.

. More audio-visual materials.

<u>High School Suggestions for Improvement and/or Criticisms</u>:

. A specific concern of parents (18) was the French textbook (Mauger); it was criticized for too much grammar, technical vocabulary, and dullness. For the number of parents who specifically commented about the high school, these 18 textbook criticisms perhaps could be significant.

. The fact that the individual teacher plays a very important role in the interpretation of the program and its success is evident. Parents seem to measure the program in direct relationship to the quality of the teacher. 14 parents specifically praised teachers, while the flip side of the record shows that 13 questioned the caliber of the staff.

. 6 parents felt there was too much grammar in French, while 24 put it another way by noting there was not enough conversation.

. In Spanish, 2 parents said there was not enough grammar and 15 stated there was not enough conversation.

. 7 parents believed there not only was a poor transition between elementary and secondary school programs but also from one grade level to another in high school. Once again, this points up the role of the individual teacher in determining "success" or "failure" for an entire <u>program</u>.

. There was a feeling among about 7 parents that languages other than French and Spanish were at a distinct disadvantage in regard to levels and offerings available to the student.

. 5 parents commented about the placement difficulty encountered by transfer students.

. Other suggestions included more cultural activities and field trips, less literature and more conversation relevant to the world today, less emphasis on honors and grades, and pass-fail grading for the second foreign language.